



## JOSEPH S. SHANKLIN ELEMENTARY

121 Morrall Drive  
Beaufort, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	442 Students	
<b>Principal</b>	Mark Mansell	843-466-3400
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

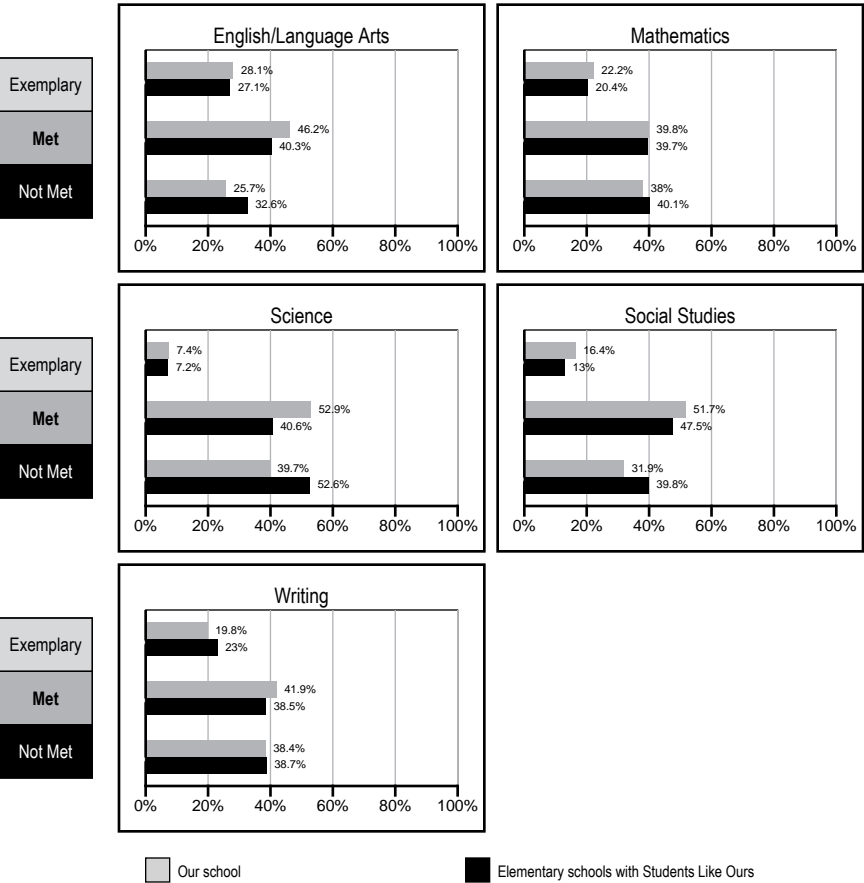
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	103	47	19

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=442)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.5%	1.5%	1.2%
Attendance rate	96.0%	Up from 95.7%	95.8%	96.1%
Eligible for gifted and talented	5.1%	Down from 10.5%	5.1%	11.7%
With disabilities other than speech	6.9%	Up from 4.8%	8.6%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	64.1%	Up from 60.5%	58.6%	60.5%
Continuing contract teachers	76.9%	Up from 60.5%	80.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.3%	Down from 80.2%	85.0%	87.0%
Teacher attendance rate	93.7%	Down from 95.9%	95.2%	95.4%
Average teacher salary*	\$47,994	Up 3.4%	\$45,655	\$47,288
Professional development days/teacher	8.9 days	Down from 13.4 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 17.1 to 1	17.8 to 1	19.2 to 1
Prime instructional time	88.0%	Down from 90.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.7%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,383	Up 12.6%	\$8,366	\$7,548
Percent of expenditures for instruction**	68.7%	Down from 69.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	65.4%	Up from 55.7%	62.9%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students at Joseph S. Shanklin are making significant academic gains in all subject areas. We have made Adequate Yearly Progress. Presently, we have become an Expedition School with the support of Clemson University. This initiative encompasses a strong focus on Science and Math. Students will be exposed to overnight field trips to Camp Sewee and Camp Pinnacle. Through this initiative, we will increase our instructional capacity in the areas of Science and Mathematics by providing direct exposure to concepts and skills as it relates to the South Carolina State Curriculum Standards. This year, 75% of our students met District MAP (Measures of Academic Progress) goals. Students were engaged in many activities this school year to include the STAR LAB visit, Minier Jim's visit, and other field trips. Also, morning Math groups with Related Arts teachers were implemented to insure that students receive small-group instruction in the area of Mathematics daily. Small-group reading instruction was the Literacy focus at Joseph S. Shanklin. With the implementation of Alphabet Junction and the district mandated assessment of Dominie, teachers were able to focus on components of literacy and individualize instruction for each student. Strategically and systemically, the school has approached the teaching of the core content with research and best-practice techniques and processes.

The teaching staff engaged in numerous staff-development offerings that led to increased competencies in independent reading, reading comprehension, working with children in poverty, involving parents in their child's education, and using and engaging in technology. All teachers demonstrated proficiency in technology.

Our students were provided a wealth of extended-learning opportunities, which included field trips to the zoo, historical sites, swimming lessons, artist-in-residence, contests, musical and dramatic performances, visits to local beaches, animal habitats, and community resource speakers and presenters. These events provided depth and real-world experience to the students that made the curriculum standards come alive. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a lifelong endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports its goals and objectives. Family Night activities are supported and enhanced through the resources and involvement of community groups. Enrichment activities are provided by various communities and individuals. Over 95% of our parents attended mandated conferences, and most took the initiative to schedule additional time with their child's teacher.

The staff of Joseph S. Shanklin is committed to helping students become productive citizens. Students, teachers, and staff have worked hard and hold steadfast to the belief that "Hard Work, Pays Off"

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	52	35
Percent satisfied with learning environment	N/R	80.8%	82.9%
Percent satisfied with social and physical environment	N/R	84.3%	85.3%
Percent satisfied with school-home relations	N/R	88.2%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.8%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	188	99.5	25.3	46.5	28.2	82.9	83.6	83.5	Yes	Yes
Gender										
Male	94	100	31	46.4	22.6	77.4	80.3	80.1	N/A	N/A
Female	94	98.9	19.8	46.5	33.7	88.4	87	87	N/A	N/A
Racial/Ethnic Group										
White	41	100	20.5	41	38.5	89.7	92.8	89.6	I/S	Yes
African American	129	99.2	26.1	50.4	23.5	81.7	73.5	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	16	100	35.7	21.4	42.9	71.4	78.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
Disability Status										
Disabled	29	96.6	N/A	N/A	N/A	40	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	41.7	33.3	25	66.7	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	99.4	27.6	47.4	25	80.9	76.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	188	98.9	37.3	40.2	22.5	76.9	80.4	80.4	Yes	Yes
Gender										
Male	94	98.9	37.3	44.6	18.1	77.1	78.9	78.4	N/A	N/A
Female	94	98.9	37.2	36	26.7	76.7	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	41	100	12.8	56.4	30.8	89.7	91.4	87.8	I/S	Yes
African American	129	98.5	47.4	35.1	17.5	71.1	66.5	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	16	100	28.6	42.9	28.6	85.7	77.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
Disability Status										
Disabled	29	93.1	N/A	N/A	N/A	33.3	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	33.3	41.7	25	83.3	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	98.8	39.1	40.4	20.5	76.2	72.4	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	131	100	39.2	53.3	7.5	60.8	65.1	67.3
Gender								
Male	68	100	40.3	50	9.7	59.7	64.8	66.9
Female	63	100	37.9	56.9	5.2	62.1	65.4	67.7
Racial/Ethnic Group								
White	27	100	26.9	65.4	7.7	73.1	83.8	79.6
African American	90	100	45.7	48.1	6.2	54.3	45.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	13	100	25	58.3	16.7	75	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	22	100	N/A	N/A	N/A	25	29.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	117	100	40.9	51.8	7.3	59.1	51.4	55.4

Social Studies								
All Students	128	100	31.3	52.2	16.5	68.7	69.4	70.9
Gender								
Male	62	100	27.8	59.3	13	72.2	69.2	70.1
Female	66	100	34.4	45.9	19.7	65.6	69.5	71.7
Racial/Ethnic Group								
White	31	100	13.8	58.6	27.6	86.2	83.1	79.2
African American	87	100	37.7	49.4	13	62.3	53	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
Disability Status								
Disabled	20	100	66.7	27.8	5.6	33.3	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	112	100	33	52.4	14.6	67	57.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	190	96.8	36.5	43.1	20.4	63.5	70.5	72.1	96	96.7
Gender										
Male	95	95.8	42.7	41.5	15.9	57.3	63.9	65.2	96	96.7
Female	95	97.9	30.6	44.7	24.7	69.4	77.1	79.2	96	96.8
Racial/Ethnic Group										
White	40	95	18.9	48.6	32.4	81.1	84.8	80.8	95.1	96.5
African American	131	97.7	42.1	42.1	15.8	57.9	55.6	59.7	96.2	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.3	87	96.8	97.1
Hispanic	16	93.8	35.7	42.9	21.4	64.3	60.8	64.6	96	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	N/A	96
Disability Status										
Disabled	28	82.1	N/AV	N/AV	N/AV	4.8	22.1	27.7	95.9	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	13	92.3	50	25	25	50	56.2	63.7	96.1	96.8
Socio-Economic Status										
Subsidized meals	167	96.4	38.9	43	18.1	61.1	58.7	61.9	95.9	96.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	77	98.7	29.2	36.1	34.7	70.8
	4	69	98.6	48.3	28.3	23.3	51.7
	5	72	100	25.8	54.8	19.4	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	57	100	24	30	46	76
	4	73	98.6	30.8	49.2	20	69.2
	5	58	100	20	58.2	21.8	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	77	98.7	45.8	43.1	11.1	54.2
	4	69	98.6	43.3	41.7	15	56.7
	5	72	100	37.1	50	12.9	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	57	98.3	42.9	34.7	22.4	57.1
	4	73	98.6	32.3	50.8	16.9	67.7
	5	58	100	38.2	32.7	29.1	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	38	100	29.7	59.5	10.8	70.3
	4	69	98.6	41.7	55	3.3	58.3
	5	37	91.9	N/AV	N/AV	N/AV	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	29	100	63	29.6	7.4	37
	4	72	100	32.3	61.5	6.2	67.7
	5	30	100	32.1	57.1	10.7	67.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	38	100	N/AV	N/AV	N/AV	31.4
	4	69	98.6	25	58.3	16.7	75
	5	35	97.1	40.6	43.8	15.6	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	28	100	39.1	52.2	8.7	60.9
	4	72	100	29.2	47.7	23.1	70.8
	5	28	100	29.6	63	7.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	76	94.7	46.4	40.6	13	53.6
	4	71	98.6	56.3	35.9	7.8	43.8
	5	70	98.6	32.8	41	26.2	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	96.6	30.6	51	18.4	69.4
	4	73	100	45.5	33.3	21.2	54.5
	5	58	93.1	30.8	48.1	21.2	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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